

**DRAFT**

**11/11/98**

**Comparison of the Perkins Vocational and Applied Technology Education Act with  
the Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)**

<b>Topic</b>	<b>Carl D. Perkins Vocational and Applied Technology Education Act</b>	<b>Carl D. Perkins Vocational and Technical Education Act of 1998</b>
<b>Authorizations</b>	<p>\$1.6 billion is authorized for the basic State grant, of which 1.25% is reserved for Indian programs, 0.25% is reserved for Native Hawaiian programs, 0.2% is reserved for the territories, and 2.5% is reserved for national programs.</p> <p>Tribally controlled community colleges are authorized at \$4 million.</p> <p>Tech-Prep is authorized at \$125 million.</p> <p>Support for National Occupational Information Coordinating Committee is an authorized use of national program funds.</p>	<p>Such sums are authorized for FY 99 and each of the 4 succeeding fiscal years for the basic State grant, of which 1.25% is reserved for Native American programs, 0.25% is reserved for Native Hawaiian programs and 0.2% is reserved for the outlying areas. In FYs 2000 – 2003, 0.54% of the appropriation is reserved for incentive grants. <i>[section 111(a)]</i></p> <p>National programs are authorized at such sums for FY 99 and each of the 4 succeeding fiscal years. <i>[section 114(c)(8)]</i></p> <p>Tribally controlled community colleges are authorized at \$4 million for FY 99 and each of the four succeeding FYs. <i>[section 117(i)]</i></p> <p>Tech-Prep is authorized at such sums for FY 99 and each of the four succeeding FYs. <i>[section 208]</i></p> <p>Tech-Prep high school/community college co-location demonstration program is authorized at \$25 million for FY 99 and each of the four succeeding FYs <i>[section 207(e)]</i></p> <p>Development and dissemination of occupational and employment information is authorized at such sums for FY 99 and each of the four succeeding FYs. <i>[section 118(f)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Allotment</b>	<p>50%--population aged 15 to 19  20%--population aged 20 to 24  15%--population aged 25 to 65  15 %--population aged 15 to 65</p> <p><i>Small State Minimum Allotment:</i> 0.5% of appropriation, except that the minimum allotment for the Virgin Islands shall be not less than \$200,000.</p>	<p>50%--population aged 15 to 19  20%--population aged 20 to 24  15%--population aged 25 to 65  15 %--population aged 15 to 65</p> <p><i>Small State Minimum Allotment:</i> 0.5% of appropriation.  [<i>section 111(a)(2),(3)</i>]</p>
<b>Allotment Ratio</b>	0.4 - 0.6	0.4 - 0.6 [ <i>section 111(c)</i> ]
<b>Within-State Allotment</b>	<p>Not less than 75% distributed to local programs</p> <p>Not more than 8.5% may be reserved for State leadership activities</p> <p>10.5% of State allotment shall be reserved for programs for single parents, displaced homemakers, and single pregnant women and programs that promote sex equity in vocational education, of which:</p> <p style="padding-left: 40px;">Not less than 7% of allotment shall be used for the program for single parents, displaced homemakers, and single pregnant women</p> <p style="padding-left: 40px;">Not less than 3% of the allotment shall be used for the sex equity program</p>	<p>Not less than 85% distributed to local programs, of which:</p> <p style="padding-left: 40px;">States may reserve not more than 10% for distribution to local programs in rural areas, areas with high numbers or percentages of vocational students, and areas negatively impacted by changes in within-State secondary school formula [<i>section 112(a), (c)</i>]</p> <p>Not more than 10% may be reserved for State leadership activities, of which:</p> <p style="padding-left: 40px;">Not less than \$60,000 and not more than \$150,000 of State leadership funds shall be available for services that prepare individuals for non-traditional employment</p> <p style="padding-left: 40px;">An amount equal to not more than 1% of the State allotment shall be available to serve individuals in State institutions</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Within-State Allotment (cont'd)</b>	<p>0.5% of the allotment may be used for either the program for single parents, displaced homemakers, and single pregnant women or the sex equity program</p> <p>1% of State allotment shall be reserved for programs for criminal offenders</p> <p>Not more than 5% (or \$250,00, whichever is greater) may be reserved for State administration, of which not less than \$60,000 shall be reserved for a full-time sex equity coordinator</p>	<p>Not more than 5% (or \$250,00, whichever is greater) may be reserved for State administration</p> <p><i>[section 112(a)]</i></p>
<b>Eligible State Agency</b>	<p>State board of vocational education designated or created consistent with State law as the sole State agency responsible for the administration or supervision of the State vocational education program.</p>	<p>Same as previous law. <i>[section 3(9)]</i></p>
<b>Role of State Agency</b>	<p>State board establishes, collects, and disseminates performance information; awards grants to LEAs; distributes funds; writes State plan; and coordinates activities with State Job Training Coordinating Council.</p> <p>State board required to establish technical committees to provide advice on the development of model curricula to address labor market needs.</p>	<p>State board establishes, collects, and disseminates performance information; awards grants to LEAs; distributes funds; writes State plan; and coordinates activities with State workforce development board.</p> <p>Requirement for technical committees is repealed. <i>[section 121(a)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<p><b>State Uses of Funds— Programs for Sex Equity and Single Parents, Displaced Homemakers, and Single Pregnant Women</b></p>	<p>10.5% of State allotment shall be reserved by the State board for programs for single parents, displaced homemakers, and single pregnant women and programs that promote sex equity in vocational education. Not less than 7% of allotment shall be used for the program for single parents, displaced homemakers, and single pregnant women. Not less than 3% of the allotment shall be used for the sex equity program. 0.5% of the allotment may be used for either the program for single parents, displaced homemakers, and single pregnant women or the sex equity program.</p> <p>A number of State and local requirements are set out concerning services to members of special populations. Individuals participating in programs designed to eliminate sex bias are included in the definition of “special populations.” Single parents, displaced homemakers, and single pregnant women are not included in the definition of "special population."</p>	<p>State board shall make available not less than \$60,000 and not more than \$150,000 of funds authorized for State leadership activities for services that prepare individuals for non-traditional employment. <i>[section 112(a)(2)(B)]</i></p> <p>Non-traditional employment is defined as occupations or fields of work for which individuals from one gender comprise less than 25% of those employed in the occupation or field of work. <i>[section 3(17)]</i></p> <p>A number of State and local requirements are set out concerning services to members of special populations. Individuals preparing for nontraditional employment, single parents (including single pregnant women) and displaced homemakers are included in the definition of “special population.” <i>[section 3(23)]</i></p> <p>Definition of "displaced homemaker" removes requirement that individual be an adult. <i>[section 3(7)]</i></p>
<p><b>State Uses of Funds— Criminal Offenders</b></p>	<p>1% of State allotment shall be used for services to juvenile and adult offenders, including individuals incarcerated in local institutions.</p> <p>State board shall designate 1 or more State correctional agencies to administer programs</p>	<p>State board shall make available a portion of State leadership funds in an amount equal to not more than 1% of State allotment to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities. State plan must describe how Perkins funds will be used to serve individuals in State correctional institutions.</p> <p>Does not require designation of State correctional agencies to administer funds</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Uses of Funds—Criminal Offenders (cont'd)</b>	<p>In administering program, each designated State correctional agency shall give special consideration to services for offenders preparing for release and to providing grants for the establishment of programs in institutions that do not have such programs; provide vocational education programs for women who are incarcerated; improve equipment; cooperate and coordinate with local recipients of Perkins Act funds in providing services before and after release.</p> <p>A number of State and local requirements are set out concerning services to members of special populations. Individuals in correctional institutions are included in the definition of ‘special populations.”</p>	<p>No comparable requirements. <i>[section 112(a)(2)(A)]</i></p> <p>A number of State and local requirements are set out concerning services to members of special populations. Individuals in correctional institutions are not included in the definition of "special populations.” <i>[section 3(23)]</i></p>
<b>State Uses of Funds—Required State Leadership Activities</b>	<p>8.5% of basic State grant allotment may be reserved for State leadership activities.</p> <p>Separate set-aside for sex equity, displaced homemakers, and single pregnant women.</p> <p>Separate set-aside for criminal offenders.</p> <p>Assessment of the quality of vocational education programs in the State is not a required use of leadership funds, but is required as part of the development of the State plan. The law specifies 10 factors that must be addressed in the assessment.</p>	<p>10% of basic State grant allotment may be reserved for State leadership activities, of which:</p> <p>Not less than \$60,000 and not more than \$150,000 of State leadership funds shall be available for services that prepare individuals for non-traditional employment</p> <p>An amount equal to not more than 1% of the State allotment shall be available to serve individuals in State institutions. <i>[section 112(a)(2)]</i></p> <p>Assessment of vocational and technical education programs assisted under the Act, including an assessment of how needs of special populations are being addressed and how programs are designed to enable members of special populations to meet State performance levels, is a required State leadership activity.</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Uses of Funds—Required State Leadership Activities (cont'd)</b>	<p>Other required uses of funds include:</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Curricula that integrates academic and vocational education and provides coherent sequence of courses</li> </ul>	<p>Other required activities include:</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Supporting programs that integrate academic and vocational education</li> <li>• Developing, improving and expanding use of technology</li> <li>• Supporting partnerships of LEAs, institutions of higher education, adult education providers</li> <li>• Supporting programs for special populations, which includes single parents (including single pregnant women), individuals with disabilities, economically disadvantaged, individuals preparing for non-traditional employment, displaced homemakers, individuals with limited English proficiency or others barriers to educational achievement <i>[section 124(b)]</i></li> </ul>
<b>State Uses of Funds—Administration</b>	<p>State board may reserve 5% of allotment or \$250,000, whichever is greater, for administration. Funds reserved for administration must be matched dollar-for-dollar from non-Federal sources.</p> <p>State shall assign 1 full-time employee to administer program for single parents and displaced homemakers and sex equity program, analyze data on effectiveness of programs in meeting needs of women, review and comment on local plans, review programs for sex stereotyping and bias, review proposed actions of State board, and provide technical assistance. State shall reserve \$60,000 of funds authorized for State administration of the Act to carry out this requirement.</p>	<p>Same as previous law.</p> <p>No specific personnel requirements with respect to sex equity are mandated. The use of State administrative funds for a sex equity coordinator is not mandated. <i>[section 112(a)(3), (b)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Uses of Funds—Permissible Uses</b>	<ul style="list-style-type: none"> <li>• promotion of partnerships among business, education, industry, labor, community-based organizations, or governmental agencies</li> <li>• support for tech-prep programs</li> <li>• support of vocational student organizations, especially recruitment efforts to increase minority participation</li> <li>• leadership and instructional programs in technology education</li> <li>• data collection</li> </ul>	<ul style="list-style-type: none"> <li>• education and business partnerships</li> <li>• establishment of agreements between secondary and postsecondary institutions to provide postsecondary education and training to participating students, such as tech-prep programs</li> <li>• support of vocational student organizations, especially recruitment efforts to increase minority participation</li> <li>• technical assistance for local programs</li> <li>• improvement of career guidance and academic counseling</li> <li>• support for cooperative education</li> <li>• support to improve or develop new courses</li> <li>• providing vocational and technical education programs for adults and school dropouts to complete secondary education</li> <li>• providing assistance to participating students to obtain employment or continue their education</li> <li>• support for public charter schools operating vocational and technical education programs</li> <li>• support for programs that offer experience in, and understanding of, all aspects of an industry</li> </ul> <p><i>[section 124(c)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Other State Personnel Requirements</b>	State board shall designate or assign State employee responsible for administering Part B of IDEA to review all or a sample of local plans to assure that the provisions of the Act which pertain to individuals with disabilities are being implemented. State board shall designate or assign State employee responsible for administering ESEA Title I to review all or a sample of local plans to assure that the provisions of the Act which pertain to economically disadvantaged students are being implemented. State board shall designate or assign State employee responsible for administering programs for students with limited English proficiency to review all or a sample of local plans to assure that the needs of students with limited English proficiency are being met.	No comparable requirements.
<b>State Plan—Duration and Date of Submission</b>	Initial 3-year plan and 2-year plan thereafter, with annual revisions as necessary.  Requires submission of State plan by May 1 of the FY preceding the beginning of the FY for which plan to take effect.	5-year plan, with annual revisions as necessary. After second year of plan, State shall review activities assisted under Part B and submit any necessary revisions to plan.  Date of submission determined by the Secretary. <i>[section 122(a)]</i>
<b>Unified Workforce Investment Act Plan</b>	No authority to submit the Perkins State plan in conjunction with plans for Labor Department programs or Adult Education Act program.	State may submit a unified plan under section 501 of the Workforce Investment Act in lieu of a separate State plan. Contents of unified plan relating to the Perkins Act must meet all of the requirements of the Act. <i>[section 122(d); Workforce Investment Act section 501]</i>
<b>State Plan Development</b>	In developing State plan, State board is required to hold public hearings to permit members of the public to make recommendations and comment on State plan. Summary of recommendations and board's response must be included in State plan.	Same as previous law. <i>[section 122(a)(3)]</i>



Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Plan Development (cont'd)</b>	<p>State board shall develop “effective procedures,” including an expedited appeals process, to enable public to directly participate in State and local decisions that influence the character of programs under the Act affecting their interests.</p> <p>State board shall consult with State agency responsible for community colleges and State agency responsible for secondary education. Agency "objections" and comments, as well as board response must be included in State plan.</p> <p>State board shall "utilize" State Council on Vocational Education in developing State plan. Amendments to plan subject to review by State Council.</p> <p>"Substantial" amendments to State plan subject to review by State Job Training Coordinating Council.</p> <p>Consultation with Governor not specified as requirement.</p>	<p>State board must develop "effective activities and procedures" to enable public to participate in State and local decision-making related to plan. <i>[section 122(b)]</i></p> <p>Same as previous law. <i>[section 122(e)(3)]</i></p> <p>Authority for State Council is repealed.</p> <p>No distinction between "substantial" and other amendments to plan specified in statute. Neither State plan nor amendments are subject to review by State Workforce Investment Board. <i>[section 122(a)(2)]</i></p> <p>State board shall consult with Governor concerning the development of the plan. <i>[section 122(b)(1)]</i></p>
<b>State Plan Contents</b>	<p><u><i>Evaluation and Accountability</i></u></p> <ul style="list-style-type: none"> <li>Assure State will develop and implement system of standards and measures of performance for assisted programs</li> <li>In plans submitted after FY 1991, describe the progress made in achieving goals described in previous plans</li> <li>Describe how State is implementing performance evaluations of local programs</li> </ul>	<p><u><i>Evaluation and Accountability</i></u></p> <ul style="list-style-type: none"> <li>Identify core indicators of performance and, at State discretion, any additional indicators of performance <i>[section 113(b)(2)]</i></li> <li>Establish levels of performance for each core indicator; adjusted levels of performance agreed upon with Secretary are incorporated in State plan <i>[section 113(b)(3)(A)]</i></li> <li>Describe steps State will take to involve representatives of local programs in the development of State adjusted levels of performance <i>[section 122 (c)(9)]</i></li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<p><b>State Plan Contents (cont'd)</b></p>	<p><u>State Assessment</u></p> <ul style="list-style-type: none"> <li>Describe procedures and results of required assessment and how uses of funds reflect needs identified in assessment</li> </ul>	<ul style="list-style-type: none"> <li>Describe how State will annually evaluate effectiveness of local programs [section 122(c)(6)]</li> <li>Describe how State will report data relating to participating students in order to adequately measure the progress of such students, including special populations [section 122(c)(13)]</li> <li>Describe how State will ensure locally-reported data and data reported to the Secretary are complete, accurate, and reliable [section 122(c)(20)]</li> </ul> <p><u>Program Quality</u></p> <ul style="list-style-type: none"> <li>Describe how funds will be used to improve or develop new courses [section 122(c)(1)(D)]</li> <li>Describe how State will improve academic and technical skills of participating students, including through integration of academic and vocational education, and provide students with strong experience in, and understanding of, all aspects of an industry [section 122(c)(5)(A)]</li> <li>Describe how State will ensure that participating students are taught to the same challenging academic proficiencies as other students [section 122(c)(5)(B)]</li> <li>Describe how funds will be used to effectively link secondary and postsecondary education [section 122(c)(19)]</li> </ul> <p><u>State Assessment</u></p> <ul style="list-style-type: none"> <li>An assessment of vocational and technical education programs assisted under the title is a required use of State leadership funds, but the procedures and results are not required to be included in the State plan. [section 124(b)(1)]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Plan Contents (cont'd)</b>	<p><u>Special Populations</u></p> <ul style="list-style-type: none"> <li>Describe how State will comply with criteria required for programs for special populations and the responsiveness of such programs to the needs of special populations</li> <li>Describe how State will comply with equal access and other requirements for special populations</li> <li>Assure State will develop measurable goals and accountability measures for meeting the needs of special population</li> <li>Assure State will monitor local programs to ensure that programs are meeting goals for special populations</li> <li>Assure that the vocational education needs of populations with the highest rates of unemployment in the State are reflected in and addressed by State plan</li> </ul> <p><u>Link to Labor Market</u></p> <ul style="list-style-type: none"> <li>Describe how funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis</li> </ul>	<p><u>Special Populations</u></p> <ul style="list-style-type: none"> <li>Describe program strategies for special populations [section 122(c)(7)]</li> <li>Describe how special populations will be provided with equal access to assisted activities, not discriminated against, and provided programs designed to enable attainment of State performance levels [section 122(c)(8)]</li> </ul> <p>Participation in programs providing preparation for nontraditional employment is a core indicator. Separate performance goals for special populations on other core indicators are not authorized, but State may establish additional performance indicators related to special populations.</p> <ul style="list-style-type: none"> <li>Describe how State will report data relating to participating students in order to adequately measure the progress of such students, including special populations [section 122(c)(13)]</li> </ul> <p>No comparable requirement.</p> <p><u>Link to Labor Market</u></p> <ul style="list-style-type: none"> <li>Describe how vocational and technical education relates to State and regional occupational opportunities [section 122(c)(15)]</li> <li>Describe how programs will prepare students for postsecondary opportunities or entry into high skill, high wage jobs in current and emerging occupations [section 122(c)(1)(C)]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Plan Contents (cont'd)</b>	<p><u>Professional and Curriculum Development</u></p> <ul style="list-style-type: none"> <li>Assure that programs of personnel and curriculum development will be funded</li> </ul> <p><u>Coordination</u></p> <ul style="list-style-type: none"> <li>Describe methods for joint planning and coordination with programs under JTPA, Adult Ed, Title I, IDEA, Rehab Act and apprenticeship programs</li> </ul> <p><u>Nontraditional Employment</u></p> <ul style="list-style-type: none"> <li>Assure State will furnish training and vocational education activities to men and women who desire to enter occupations not traditionally associated with their sex</li> </ul> <p><u>Program Administration</u></p> <ul style="list-style-type: none"> <li>Describe estimated distribution of funds to secondary and postsecondary programs and corrections educational agencies</li> </ul>	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>Describe/assure [grammatical error in phrasing] professional development (including initial teacher preparation) for vocational, academic, guidance, and administrative personnel [section 122(c)(2)]</li> </ul> <p><u>Coordination</u></p> <ul style="list-style-type: none"> <li>Describe methods proposed for joint planning and coordination with other Federal education programs [section 122(c)(16)]</li> <li>Describe how, to extent practicable, State is coordinating local programs with other Federal programs to ensure nonduplication [section 122(c)(6)]</li> <li>Include information related to the involvement of postsecondary and school dropout programs in the Workforce Investment Act one-stop delivery system [section 122(21)]</li> </ul> <p><u>Nontraditional Employment</u></p> <ul style="list-style-type: none"> <li>Describe how funds will be used to promote preparation for nontraditional training and employment [section 122(c)(17)]</li> </ul> <p><u>Program Administration</u></p> <ul style="list-style-type: none"> <li>Describe how funds allocated among secondary and postsecondary programs, and among consortia formed among secondary schools and postsecondary institutions, including rationale for such allocation [section 122(c)(4)]</li> <li>Describe how funds will be used to serve individuals in State correctional institutions [section 122(c)(18)]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>State Plan Contents (cont'd)</b>	<ul style="list-style-type: none"> <li>Describe criteria that will be used in approving applications and in expending State leadership funds</li> <li>Assure State will comply with law's requirements related to the within-State allocation of funds</li> <li>Assure State will provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of funds</li> <li>Provide such methods as necessary for prompt and efficient administration</li> <li>Assure State board will cooperate with State Council</li> <li>Assure that no funds will be used to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate</li> <li>Provide procedures by which local programs may appeal State decisions adverse to their interests</li> </ul> <p><u>Private Schools</u></p> <ul style="list-style-type: none"> <li>Assure that, to the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in secondary vocational education programs assisted under the Act</li> </ul>	<ul style="list-style-type: none"> <li>Describe criteria used in approving applications by eligible recipients [section 122(c)(1)(B)]</li> <li>Assure State will comply with requirements of the title and provisions of State plan, including audit of funds received which may be included as part of audit of other Federal or State programs [section 122(c)(10)]</li> <li>Assure that no funds will be used to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate [section 122(c)(11)]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<p><b>State Plan Contents (cont'd)</b></p>	<p><u>Comparability of Services</u></p> <ul style="list-style-type: none"> <li>Assure that State and local funds will be used in each secondary school receiving assistance under the Act to provide services which are comparable to services provided in secondary schools in the same LEA that do not receive assistance</li> </ul> <p><u>Career Guidance and Counseling</u></p> <ul style="list-style-type: none"> <li>Assure that State will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs</li> <li>Assure State will annually assess and report on the extent to which aggregate basic grant expenditures within the State for career guidance and vocational counseling are not less than expenditures made in FY 88</li> </ul> <p><u>Single Parents/Displaced Homemakers/Single Pregnant Women</u></p> <ul style="list-style-type: none"> <li>Assure that in expending funds for single parents, displaced homemakers, and single pregnant women, State will emphasize assisting those with greatest financial need and give special consideration to displaced homemakers who must prepare for paid employment</li> </ul>	<p><u>Alternative Education</u></p> <ul style="list-style-type: none"> <li>Describe how State will adequately address the needs of students in alternative education programs, if appropriate [section 122(c)(13)]</li> </ul> <p><u>Technical Assistance</u></p> <ul style="list-style-type: none"> <li>Describe how State will provide local programs with technical assistance [section 122(c)(14)]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
State Plan Contents (cont'd)		<p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Describe secondary and postsecondary programs to be carried out, including programs to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs [section 122(c)(1)(A)]</li> </ul> <p><u>Public Participation and Involvement</u></p> <ul style="list-style-type: none"> <li>Describe how State will actively involve parents, teachers, business, and labor in planning, development, implementation, and evaluation of local programs [section 122(c)(3)]</li> </ul>
Coordination with Labor Department Programs	<p>State board required to adopt procedures to assure coordination with activities of State Job Training Coordinating Council.</p> <p>State plan must describe methods for joint planning and coordination with programs under JTPA, Adult Ed, Title 1, IDEA, Rehab, apprenticeship programs</p> <p>State board required to make available to each Private Industry Council a list of all programs assisted under Perkins.</p> <p>Local plan must describe coordination with "relevant" JTPA programs to avoid duplication and expand range of and access to vocational education services</p>	<p>State board required to adopt procedures to assure coordination with activities of State Workforce Investment Board. [section 121(a)(1)(D)(i)]</p> <p>State plan must describe procedures to assure coordination and avoid duplication with Workforce Investment Act Title 1 programs, Adult Ed, other Federal training programs. [section 122(c)(21)] State plan must describe methods for joint planning and coordination with other Federal education programs. [section 122(c)(16)]</p> <p>State board required to make available to WIA one-stop delivery system a list of all postsecondary and adult programs assisted under Perkins. [section 121(a)(1)(D)(ii)]</p> <p>No comparable requirement.</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Accountability— Core Indicators of Performance</b>	<p>State board shall develop system of core standards and measures of performance for secondary and postsecondary programs that includes:</p> <ul style="list-style-type: none"> <li>Measures of learning and competency gains, including student progress in achievement of basic and advanced academic skills</li> <li>1 or more measures of performance, which shall include only— <ul style="list-style-type: none"> <li>competency attainment</li> <li>job or work skill attainment or enhancement, including progress in achieving occupational skills</li> <li>retention in school or completion of secondary school or its equivalent</li> <li>placement into additional training or education, military service, or employment</li> </ul> </li> <li>incentives or adjustments that are designed to encourage service to targeted groups or special populations</li> </ul> <p>In developing standards and measures, State board shall take into consideration standards prescribed for the JOBS and JTPA programs.</p>	<p>State board, with input from local recipients, shall identify in the State plan core indicators of performance that include, at a minimum, measures of the following:</p> <ul style="list-style-type: none"> <li>attainment of academic and vocational/technical proficiencies</li> <li>attainment of secondary degree or GED, proficiency credential in conjunction with a secondary diploma, and postsecondary degree or credential</li> <li>placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment</li> <li>participation in and completion of programs that lead to nontraditional training and employment.</li> </ul> <p>State may identify additional performance indicators in its State plan.</p> <p>Previously identified State performance measures that meet the requirements of the Act may be used. <i>[section 113(b)(2)]</i></p>
<b>Accountability— Levels of Performance</b>	<p>State board provides assurances to the Secretary that it will develop and implement a system of performance measures.</p>	<p>State board, with input from local recipients, shall identify levels of performance for each of the core indicators. Levels of performance shall be expressed in a percentage or numerical form so as to be objective, quantifiable and measurable and require the State to continually make progress in improving performance.</p>



Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Accountability— Levels of Performance (cont'd)</b>		<p>As part of its State plan, State board shall set out levels of performance for the first 2 years covered by the plan. The Secretary and the State board shall reach agreement on the final levels of performance that shall be incorporated in the State plan. Agreement shall take into account the levels of performance established for other States, characteristics of participants, services and instruction provided, and the extent to which the levels of performance promote continuous improvement.</p> <p>Prior to the 3<sup>rd</sup> program year, the State board and the Secretary shall reach agreement on performance levels for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> program years covered by the State plan.</p> <p>State board may request changes in agreed upon performance levels due to “unanticipated circumstances.” Secretary shall issue objective criteria and methods for making revisions. <i>[section 113(b)(3)]</i></p> <p>The Secretary may disapprove a State plan if he/she determines that the State’s level of performance are not sufficiently rigorous to meet the purposes of the Act. <i>[section 122(e)(1)(B)]</i></p> <p>State board shall report annually to the Secretary regarding its progress in meeting the agreed upon levels of performance. The report shall include a quantifiable description of the progress of special populations in meeting the State performance levels.</p> <p>The Secretary shall make State reports available to the public and Congress and shall disseminate State-by-State comparisons of information. <i>[section 113(c)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Accountability— Local Performance Evaluation and Program Improvement</b>	<p>Each local recipient of funds shall annually evaluate the effectiveness of the program conducted with assistance under the Act based on the State standards and measures. Such evaluation shall include an evaluation of the progress of members of special populations and the progress of assisted programs in providing students with experience in and understanding of all aspects of the industry the students are planning to enter.</p> <p>If recipient determines that it is not making substantial progress in meeting the standards and measures, it shall develop and implement a local program improvement plan.</p> <p>If the recipient fails to make sufficient progress in meeting the standards and measures after 1 year of the implementation of a program improvement plan, the State board shall work jointly with the recipient to develop a plan for program improvement. The State board and local recipient shall annually review and revise the plan annually until the recipient fulfills the standards and measures for more than 1 year.</p>	<p>The State board shall annually evaluate the performance of each local recipient of funds in meeting the agreed upon State levels of performance. <i>[section 123(b)]</i> If the State board determines the recipient of funds is not making substantial progress in achieving the levels of performance, the State board shall:</p> <ul style="list-style-type: none"> <li>• Conduct an assessment of the educational needs that the recipient shall address to overcome performance deficiencies</li> <li>• Enter into an improvement plan that includes instructional and other programmatic innovations of demonstrated effectiveness</li> <li>• Conduct regular evaluations of the recipient’s progress toward reaching State performance levels <i>[section 123(c)]</i></li> </ul>
<b>Accountability— Sanctions and Incentives</b>	<p>The Secretary has no authority to withhold funds from a State that fails to meet performance levels.</p>	<p>If State fails to meet agreed upon levels of performance, the State board shall implement a program improvement plan. <i>[section 123(a)]</i></p> <p>After providing notice and an opportunity for a hearing, the Secretary may withhold all or a portion of the State’s allotment if:</p> <ul style="list-style-type: none"> <li>• the State fails to meet the agreed upon levels of performance and has not implemented an improvement plan or has shown no improvement within 1 year of implementing an improvement plan; or</li> <li>• the State has failed to meet the agreed upon levels of performance for 2 or more consecutive years.</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Accountability— Sanctions and Incentives (cont'd)</b>	<p>The Secretary has no authority to award incentive grants to a State that exceeds its performance levels.</p>	<p>Sanction may be waived due to exceptional or uncontrollable circumstances.</p> <p>The Secretary shall use withheld funds to support services and activities within the State through alternative arrangements. If the Secretary cannot satisfactorily use withheld funds, funds may be reallocated by formula to other States. <i>[section 123(d)]</i></p> <p>A State that exceeds its agreed upon performance levels for Perkins, the Adult Education and Family Literacy Act, and Workforce Investment Act Title I is eligible to receive incentive grants. <i>[Workforce Investment Act, section 503]</i></p>
<b>Special Populations— State and Local Requirements</b>	<p><u>Definition of “Special Populations”</u></p> <p>Definition of “special populations” includes individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English language proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in a correctional institution.</p> <p><u>State Requirements</u></p> <p>State plan must provide assurances that:</p> <ul style="list-style-type: none"> <li>• Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities and the full range of vocational education programs available to individuals who are not members of special populations</li> </ul>	<p><u>Definition of “Special Populations”</u></p> <p>Definition of “special populations” includes individuals with disabilities, economically disadvantaged individuals (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency. <i>[section 3(23)]</i></p> <p><u>State Requirements</u></p> <p>State plan must describe:</p> <ul style="list-style-type: none"> <li>• How special populations will be provided with equal access to activities</li> <li>• How special populations will not be discriminated against</li> <li>• How members of special populations will be provided with programs designed to enable them to meet or exceed State adjusted levels of performance and prepare them for further learning and for high skill, high wage careers <i>[section 122(c)(8)]</i></li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Special Populations— State and Local Requirements (cont'd)</b>	<ul style="list-style-type: none"> <li>• Vocational education programs for individuals with disabilities will be provided in the least restrictive environment in accordance with IDEA and, whenever appropriate, included as a component of the IEP</li> <li>• Individuals with disabilities who have IEPs under IDEA will be afforded all the rights and protections established by IDEA</li> <li>• Individuals with disabilities who do not have IEPs will be afforded the rights and protections established by section 504 of the Rehabilitation Act, including by making programs accessible through supplementary services</li> <li>• Vocational education planning for individuals with disabilities will be coordinated between representatives of vocational education, special education, and State rehab agencies</li> <li>• Provision of vocational education to individuals with disabilities will be monitored to determine if such education is consistent with student's IEP</li> <li>• Provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency will have access to such programs in the most integrated setting possible</li> </ul>	<ul style="list-style-type: none"> <li>• Program strategies for special populations <i>[section 122(c)(7)]</i></li> </ul> <p>[No specific requirement in Perkins, but LRE mandate would apply to students with IEPs under IDEA]</p> <p>[No specific requirement in Perkins, but required by IDEA]</p> <p>[No specific requirement in Perkins, but required by Section 504 of Rehab]</p> <p>State plan must describe methods proposed for joint planning and coordination of Perkins Title I programs and other Federal education programs <i>[section 122(c)(16)]</i></p> <p>No comparable requirement.</p> <p>Required State assessment must evaluate how needs of special populations are being met and how programs are designed to enable special populations to meet State levels of performance and prepare them for further learning or high skill, high wage careers. <i>[section 124(b)(1)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<p><b>Special Populations—State and Local Requirements (cont'd)</b></p>	<ul style="list-style-type: none"> <li>Provisions of the Act relating to individuals who are members of special populations will be carried out under the supervision of State personnel who are responsible for students who are members of special populations</li> </ul> <p><u>Local Requirements</u></p> <p>Each LEA shall provide information concerning opportunities in vocational education to students who are members of special populations and their parents by no later than the student's entry into the 9<sup>th</sup> grade.</p> <p>Each institution receiving assistance shall provide assurances that it will:</p> <ul style="list-style-type: none"> <li>Assist students who are members of special populations to enter vocational education and, with respect to students with disabilities, assist in fulfilling transition requirements of IDEA</li> <li>Assess special needs of students participating in assisted programs with respect to their successful completion of the program in the most integrated setting possible</li> <li>Provide supplementary services to students who are members of special populations, including, with respect to students with disabilities, modifications to curriculum, equipment, classroom; supportive personnel; and instructional aids and devices</li> <li>Provide guidance and counseling and career development</li> <li>Provide counseling and instructional services to facilitate transition to employment</li> </ul>	<p>State must report annually to the Secretary concerning the progress of the State in meeting adjusted levels of performance. Such report must include a "quantifiable description" of the progress of special populations in meeting State adjusted levels of performance. [section 113(C)(2)]</p> <p>No comparable requirement.</p> <p><u>Local Requirements</u></p> <p>No comparable requirement.</p> <p>Each local recipient of funds shall, in its plan, describe:</p> <ul style="list-style-type: none"> <li>How it will review, identify and adopt strategies to overcome barriers to access and success for members of special populations</li> <li>How it will provide programs designed to enable members of special populations to meet State adjusted levels of performance [section 134(b)(7)]</li> <li>How members of special populations will not be discriminated against in the provision of services [section 134(b)(8)]</li> <li>How funds will be used to promote preparation for non-traditional employment [section 134(b)(9)]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Special Populations— State and Local Requirements (cont'd)</b>	<p>Each institution receiving assistance shall provide information concerning opportunities in vocational education upon request and, when appropriate, provide assistance in the preparation of applications.</p> <p><u>Services to Students with Disabilities</u></p> <p>Perkins Act funds may be used to provide vocational education services required in an IEP under IDEA and services necessary to meet the requirements of section 504 of the Rehabilitation Act.</p>	<p>In addition, evaluating the needs of members of special populations is a required use of local funds. <i>[section 135(b)(5)]</i></p> <p>No specific, comparable requirement.</p> <p><u>Services to Students with Disabilities</u></p> <p>Same as previous law.</p>
<b>State Regulations and Requirements</b>	<p>Prior to issuing any rule or regulation pursuant to the Perkins Act, the State board shall convene a Committee of Practitioners to review the proposed rule or regulation.</p> <p>Any State rule or policy imposed on the administration or operation of programs funded by the Perkins Act, including any rule or policy based on State interpretation of any Federal law, regulation, or guidance, shall be identified as a State imposed requirement.</p>	<p>No comparable requirement.</p> <p>No comparable requirement.</p>
<b>Supplement Not Supplant</b>	<p>Funds shall supplement, and not supplant, non-Federal funds expended for vocational and technical education.</p>	<p>Same as previous law <i>[section 311(a)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Maintenance of Effort</b>	<p>No payments may be made under the Perkins Act to a State unless its non-Federal expenditures for vocational education during the fiscal or program year prior to the grant year were equal to or greater than its non-Federal expenditures during the 2<sup>nd</sup> year prior to the grant year. Maintenance of effort may be calculated on a per student or total expenditure basis.</p> <p>Secretary may waive requirement for up to 5% of expenditures for one year if the reduction in expenditures was due to "exceptional or uncontrollable circumstances."</p>	<p>No payments may be made under the Perkins Act for vocational and technical education programs or tech-prep programs to a State unless its non-Federal expenditures for vocational and technical education during the fiscal or program year prior to the grant year were equal to or greater than its non-Federal expenditures during the 2<sup>nd</sup> year prior to the grant year. Maintenance of effort may be calculated on a per student or total expenditure basis.</p> <p>Capital expenditures, special one-time project costs, and the costs of pilot programs shall be excluded from the computation of maintenance of effort.</p> <p>In any fiscal year in which appropriations for the Act are less than appropriations made during the preceding fiscal year, the required maintenance of effort for a State shall be reduced by the same percentage by which appropriations were reduced.</p> <p>Secretary may waive requirement for up to 5% of expenditures for one year if the reduction in expenditures was due to "exceptional or uncontrollable circumstances." <i>[section 311(b)]</i></p>
<b>Within-State Allotment—Reservation for Distribution to Local Programs</b>	<p>75% of basic State grant allotment must be distributed to local programs.</p>	<p>85% of basic State grant allotment must be distributed to local programs.</p> <p>State board may reserve not more than 10% of the 85% for distribution to local programs that serve at least two of the following communities:</p> <ul style="list-style-type: none"> <li>• rural areas</li> <li>• areas with high percentages of vocational and technical education students</li> <li>• areas with high numbers of vocational and technical education students</li> <li>• communities negatively impacted by changes in the within-State secondary school formula <i>[section 112(c)]</i></li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Within-State Secondary Formula</b>	<p>Secondary funds are distributed by the State based on Title I (70%), IDEA (20%), and the number of students in LEA and adults in training programs (10%).</p> <p>No authority for an alternative formula.</p>	<p>In FY 99, secondary funds are distributed by the State based on Title I (70%), IDEA (20%), and the number of students in LEA and adults in training programs (10%). <i>[section 131(a)]</i></p> <p>In FY 2000 and each of the four succeeding FYs, secondary funds are distributed by the State based on youth population (ages 15 through 19) within LEA (30%) and low-income youth population within LEA (70%). <i>[section 131(b)]</i></p> <p>State may allocate funds using an alternative formula that more effectively targets funds on the basis of poverty. <i>[section 131(c)]</i></p>
<b>Within-State Secondary Formula—Minimum Award</b>	<p>Minimum award of \$15,000. State may waive minimum allocation rule if LEA:</p> <ul style="list-style-type: none"> <li>• Is located in a rural, sparsely-populated area; and</li> <li>• Demonstrates it is unable to enter into a consortium</li> </ul>	<p>Minimum award of \$15,000. State shall waive minimum allocation rule if LEA:</p> <ul style="list-style-type: none"> <li>• Is located in a rural, sparsely-populated area; or</li> <li>• Is a public charter school that operates a secondary vocational and technical education program; and</li> <li>• Demonstrates it is unable to enter into a consortium <i>[section 131(d)]</i></li> </ul>
<b>Within-State Secondary Formula—BIA-Funded Schools</b>	<p>BIA-funded secondary schools are eligible for funding under the Native American setaside program, but are not eligible for funding under the within-State secondary school formula.</p>	<p>BIA-funded secondary schools are not eligible for funding under the Native American setaside <i>[section 116(b)(1)]</i>. BIA-funded secondary schools shall be treated as LEAs for the purposes of allocating funds under the within-State secondary school formula <i>[section 131(i)]</i>.</p>



Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Within-State Secondary Formula—Area Vocational Schools and Intermediate Agencies</b>	<p>Area vocational schools and intermediate educational agencies shall be eligible to receive secondary school funds if:</p> <ul style="list-style-type: none"> <li>• The school or agency has entered into a consortium or cooperative agreement with the LEA concerned</li> <li>• The school or agency serves the same or greater proportion of economically disadvantaged students and students with disabilities as the secondary schools under the jurisdiction of the LEA sending students to the school or agency</li> </ul> <p>Funding allocation based on each school's/agency's relative share of economically disadvantaged students and students with disabilities who are attending vocational education programs (based on average 3-year enrollment), or on the basis of an agreement between the LEA and the school/agency.</p>	<p>Area vocational schools and intermediate educational agencies shall be eligible to receive secondary school funds if:</p> <ul style="list-style-type: none"> <li>• The school or agency has entered into a consortium or cooperative agreement with the LEA concerned</li> </ul> <p>Funding allocation based on each school's/agency's relative share of students who are attending vocational and technical education programs (based on average 3-year enrollment). <i>[section 131(f)]</i></p>
<b>Within-State Postsecondary Formula</b>	<p>Postsecondary funds are distributed by the State based on the number of Pell Grant and Bureau of Indian Affairs (BIA)-assistance recipients.</p> <p>Alternate formula allowed by waiver. Specifies criteria that may be used by State in developing alternate formula</p> <p>Minimum award of \$50,000.</p>	<p>Same as previous law.</p> <p>Alternate formula allowed by waiver. Does not specify criteria that may be used in developing alternate formula.</p> <p>Minimum award of \$50,000. <i>[section 132]</i></p>
<b>Within-State Postsecondary Formula—Eligible Institutions</b>	<p>Public or private nonprofit institutions of higher education (as defined by section 435(b) of HEA), LEA serving adults, area vocational school serving adults, or consortia thereof</p>	<p>Public or private nonprofit institutions of higher education (as defined by section 101 of HEA), LEA providing postsecondary education, area vocational school providing postsecondary education, postsecondary institution controlled by BIA or operated by or on behalf of Indian tribe, educational service agency, or consortia thereof <i>[section 3(10)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Within-State Formula— Allocation Between Secondary/ Postsecondary</b>	State determines allocation of basic grant funds between LEAs and postsecondary institutions.	Same as previous law.
<b>Contents of Local Application for Funds</b>	<p><u>Program Quality</u></p> <ul style="list-style-type: none"> <li>• describe programs to be funded</li> <li>• describe program evaluation standards to monitor progress</li> <li>• consider demonstrated occupational needs in area</li> <li>• describe how will integrate academic and vocational education and offer coherent sequence of courses</li> <li>• assure will encourage students through counseling to pursue coherent sequence of courses</li> <li>• assure program is such size, scope and quality to improve education quality</li> </ul>	<p><u>Program Quality</u></p> <ul style="list-style-type: none"> <li>• describe programs to be carried out</li> <li>• describe how programs will be carried out to meet State performance levels</li> <li>• describe how programs will improve academic and technical skills of students by integrating academic and vocational education, offering coherent sequence of courses, ensure learning in core academic and vocational and technical subjects</li> <li>• describe how programs will provide students with strong experience in, and understanding of, all aspects of the industry</li> <li>• describe how will ensure participating students are taught to the same challenging academic proficiencies as other students</li> <li>• describe how parents, students, business, and others are involved in development, implementation and evaluation of programs</li> <li>• assure program is such size, scope and quality to improve education quality</li> <li>• describe process to independently evaluate performance</li> <li>• describe how comprehensive professional development for vocational, academic, guidance and administrative personnel will be provided</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<p><b>Contents of Local Application for Funds (cont'd)</b></p>	<p><u>Special Populations</u></p> <ul style="list-style-type: none"> <li>• number of individuals in each of the special populations</li> <li>• describe how needs of special populations will be assessed</li> <li>• describe how access to "good quality" programs will be provided to students who are economically disadvantaged (including foster children), students with disabilities, and students with limited English proficiency</li> <li>• assure will comply with Act's requirements concerning special populations</li> <li>• describe methods used to develop programs in consultation with parents and student of special populations</li> <li>• assure will assist special populations through supportive services</li> <li>• describe how will monitor provision of vocational education to special populations</li> <li>• assure will cooperate with sex equity coordinator</li> </ul> <p><u>Coordination</u></p> <ul style="list-style-type: none"> <li>• describe methods of coordination with JTPA programs</li> <li>• describe coordination with community-based organizations</li> </ul>	<p><u>Special Populations</u></p> <ul style="list-style-type: none"> <li>• describe how will identify and adopt strategies to overcome barriers to access/success for special populations</li> <li>• describe how will provide programs designed to enable special populations to meet State performance standards</li> <li>• describe how special populations will not be discriminated against</li> <li>• describe how funds will be used to promote preparation for nontraditional employment [section 134]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Local Funds—Required Uses</b>	<p>Funds shall be used to provide vocational education in programs that—</p> <ul style="list-style-type: none"> <li>• Are of such size, scope and quality to be effective</li> <li>• Integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies</li> <li>• Provide for equitable participation for special populations</li> </ul>	<p>Funds shall be used to provide vocational and technical education in programs that—</p> <ul style="list-style-type: none"> <li>• Provide services that are of such size, scope and quality to be effective</li> <li>• Strengthen the academic, and vocational and technical, skills of students through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects</li> <li>• Provide students with strong experience in and understanding of all aspects of an industry</li> <li>• Develop, improve, or expand the use of technology in vocational and technical education</li> <li>• Provide professional development programs</li> <li>• Develop and implement evaluations, including an assessment of how the needs of special populations are being met</li> <li>• Initiate, improve, expand, and modernize vocational and technical education</li> <li>• Link secondary and postsecondary education <i>[section 135(b)]</i></li> </ul>
<b>Local Funds—Administration</b>	Local programs may use not more than 5% of grant for administrative costs.	Same as previous law. <i>[section 135(d)]</i>
<b>Local Funds—Permissible Uses of Funds</b>	<ul style="list-style-type: none"> <li>• upgrading curriculum</li> <li>• guidance and counseling</li> <li>• inservice training of academic and vocational instructors</li> <li>• teacher preparation programs to assist individuals with experience in business in becoming vocational instructors</li> </ul>	<ul style="list-style-type: none"> <li>• improving or developing new courses</li> <li>• career guidance and academic counseling for students participating in programs</li> <li>• teacher preparation programs that assist individuals with experience in business and others in becoming vocational and technical education instructors</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Local Funds— Permissible Uses of Funds (cont'd)</b>	<ul style="list-style-type: none"> <li>• purchase of equipment</li> <li>• adaptation of equipment</li> <li>• supplementary services for special populations</li> <li>• a special populations coordinator</li> <li>• remedial courses</li> <li>• tech-prep programs</li> <li>• apprenticeship programs</li> <li>• programs tied to State economic development efforts</li> <li>• programs which train adults and students for all aspects of an occupation in which job openings are projected or available</li> <li>• provision of education and training through private vocational training institutions, private postsecondary institutions, employers, labor organizations when they can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions</li> </ul>	<ul style="list-style-type: none"> <li>• leasing, purchasing, upgrading, or adapting equipment</li> <li>• programs for special populations</li> <li>• nontraditional training and employment activities</li> <li>• work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs</li> <li>• to involve of parents, businesses, and labor organizations in the design, implementation, and evaluation of programs</li> <li>• local education and business partnerships</li> <li>• vocational and technical student organizations</li> <li>• mentoring and support services</li> <li>• family and consumer sciences programs</li> <li>• vocational and technical education programs for adults and school dropouts to complete their secondary education</li> <li>• assist participating students in finding employment and continuing their education <i>[section 135(c)]</i></li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Assistance to Outlying Areas</b>	<p>Secretary shall reserve 0.2% of appropriation for grants to outlying areas.</p> <p>\$500,000 grant made to Guam \$190,000 grant made to each of America Samoa, Northern Mariana Islands, and Palau</p> <p>Remainder allocated to Center for the Advancement of Pacific Education to make grants for vocational education and training in Guam, America Samoa, Palau, Northern Mariana Islands, Micronesia, Marshall Islands.</p> <p>Grants to be used to provide direct educational services, including teacher and counselor training and retraining, curriculum development, and improving secondary and postsecondary programs.</p> <p>Center may use 5% of grant for administrative costs.</p>	<p>Secretary shall reserve 0.2% of appropriation for grants to outlying areas.</p> <p>\$500,000 grant made to Guam \$190,000 grant made to America Samoa and Northern Mariana Islands</p> <p>Remainder allocated to Pacific Region Educational Laboratory to make grants for vocational education and training in Guam, America Samoa, Palau, Northern Mariana Islands, Micronesia, Marshall Islands.</p> <p>Grants to be used to provide direct educational services, including teacher and counselor training and retraining, curriculum development, and improving secondary and postsecondary programs.</p> <p>PREL may use 5% of grant for administrative costs.</p> <p>No funds may be provided to Marshall Islands, Micronesia, and Palau in FY 2002 and subsequent fiscal years. <i>[section 115]</i></p>
<b>Native American Programs</b>	<p>Secretary shall reserve 1.25% of appropriation for Indian programs.</p> <p>Secretary may make grants to, or enter into contracts with:</p> <ul style="list-style-type: none"> <li>Any Indian tribe or tribal organization eligible under the Indian Self-Determination Act or the Johnson-O'Malley Act.</li> </ul>	<p>Secretary shall reserve 1.25% of appropriation for Native American programs.</p> <p>Secretary may make grants to, or enter into contracts with:</p> <ul style="list-style-type: none"> <li>Any Indian tribe or tribal organization eligible under the Indian Self-Determination Act or the Johnson-O'Malley Act</li> <li>Any Alaska Native entity eligible under the Alaska Native Claims Settlement Act</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<p><b>Native American Programs (cont'd)</b></p>	<ul style="list-style-type: none"> <li>Any BIA-funded school offering a secondary school program</li> </ul> <p>Grants and contracts subject to section 102 of the Indian Self-Determination Act and shall be conducted in accordance with the relevant provisions of the Johnson-O'Malley Act.</p> <p>BIA shall expend for vocational education an amount equal to amount made available under Perkins for Indian programs.</p> <p>In each fiscal year, BIA must expend not less than 100% of what it expended in the previous fiscal year to support vocational education.</p> <p>Secretary and Assistant Secretary of the Interior for Indian Affairs shall jointly prepare a plan for the expenditure of funds and evaluation of assisted programs. The Secretary administers program with assistance from BIA.</p> <p>Secretary may not impose any additional restrictions relating to programs or outcomes beyond those imposed on States under the basic State grant program.</p>	<p>No grants or contracts may be awarded to secondary school programs in BIA-funded schools. Such programs may receive assistance from an Indian tribe or tribal organization or Alaska Native entity that receives a grant or contract.</p> <p>Grants and contracts subject to section 102 of the Indian Self-Determination Act and shall be conducted in accordance with the relevant provisions of the Johnson-O'Malley Act. Any regulations relating to the application of the Indian Self-Determination Act and the Johnson-O'Malley Act to grants and contracted shall be promulgated through negotiated rule-making.</p> <p>If sufficient funding is available, BIA shall expend for vocational education an amount equal to amount made available under Perkins for Indian programs.</p> <p>In each fiscal year, BIA must expend not less than 100% of what it expended in the previous fiscal year to support vocational education, except that such funding may not be provided from accounts that support other Indian education programs.</p> <p>Same as previous law.</p> <p>.</p> <p>Same as previous law.</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Native American Programs (cont'd)</b>	In making grants, Secretary shall give priority to programs coordinated with tribal economic development plans and applications from tribally-controlled community colleges.	Same as previous law.  Recipients of funds may consolidate funds with funds received from related programs in accordance with the Indian Employment, Training and Related Services Demonstration Act. <i>[section 116(a) – (g)]</i>
<b>Hawaiian Native Program</b>	The Secretary shall reserve 0.25% of the appropriation to award grants to, or enter into contracts with organizations primarily serving and representing Hawaiian Natives which are recognized by the Governor of Hawaii.	Same as previous law. <i>[section 116(h)]</i>
<b>Tech-Prep— Authorization and State Allotment</b>	A separate authorization is provided for grants to support Tech-Prep programs.	The authorization for Tech-Prep is such sums for FY 99 and each of the 4 succeeding FYs. Funds are allotted to States on the same basis as the basic State grant.
<b>Tech-Prep— Distribution of Funds to Local Programs</b>	States award subgrants to local programs competitively or by formula.  Eligible entities are consortia of: <ul style="list-style-type: none"><li>• LEAs, intermediate educational agencies, area vocational schools, BIA-funded secondary schools</li></ul>	Same as previous law. <i>[section 204(a)(1)]</i>  Eligible entities are consortia of: <ul style="list-style-type: none"><li>• Same as previous law</li></ul>



Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tech-Prep— Distribution of Funds to Local Programs (cont'd)</b>	<ul style="list-style-type: none"> <li>• nonprofit institutions of higher education which offer 2-year associate degree/a 2-year certificate program and meet the requirements of HEA section 481(a) and are eligible to participate in the Stafford loan program, including tribally-controlled community colleges; 2-year apprenticeship programs</li> <li>• proprietary institutions of higher education which offer a 2-year associate degree program, meet the requirements of HEA section 481(a), and are not subject to a Stafford default management plan <i>[section 343(a)(1)]</i></li> </ul> <p>Institutions of higher education that award 4-year baccalaureate degrees and employer and labor organizations are not eligible to participate as members of consortia.</p> <p>In awarding grants, State shall give special consideration to applications which:</p> <ul style="list-style-type: none"> <li>• provide for effective employment placement activities or transfer of students to 4-year baccalaureate degree programs</li> <li>• are developed in consultation with business, industry, labor unions, and institutions of higher education that award baccalaureate degrees</li> <li>• address effectively dropout prevention and re-entry, needs of minority youths, youths of limited English proficiency, youths with disabilities, disadvantaged youths</li> </ul>	<ul style="list-style-type: none"> <li>• nonprofit institutions of higher education which offer 2-year associate degree/a 2-year certificate program and meet the requirements of HEA section 102 and are eligible to participate in the Stafford loan program, including tribally-controlled community colleges; tribally-controlled postsecondary vocational and technical institutions; 2-year apprenticeship programs</li> <li>• Same as previous law, but changes definitional reference to section 102 of HEA.</li> </ul> <p>Consortia may include institutions of higher education that award baccalaureate degrees, employer and labor organizations. <i>[section 204(a)(2)]</i></p> <p>In awarding grants, State shall give special consideration to applications which:</p> <ul style="list-style-type: none"> <li>• Same as previous law</li> <li>• Same as previous law</li> <li>• address effectively school dropout prevention and the needs of special populations</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tech-Prep— Distribution of Funds to Local Programs (cont'd)</b>	State shall ensure equitable distribution of assistance between urban and rural areas.	<ul style="list-style-type: none"> <li>• provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry</li> <li>• demonstrate how tech-prep programs will help students meet high academic and employability competencies.</li> </ul> <p>Same as previous law. <i>[section 204(d),(e)]</i></p>
<b>Tech-Prep— Plan Duration</b>	Applicant develops 3-year plan for the development and implementation of tech-prep programs.	Applicant develops 5-year plan for the development and implementation of tech-prep programs. Plan shall be reviewed after 2 <sup>nd</sup> year of the plan. <i>[section 205(b)]</i>
<b>Tech-Prep— Program Elements</b>	<p>Grant funds used to develop and carry out a tech-prep program which:</p> <ul style="list-style-type: none"> <li>• provides technical preparation in at least 1 field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health or business</li> <li>• builds student competence in math, science, and communications (including through applied academics)</li> </ul>	<p>Grant funds used to develop and carry out a tech-prep program which:</p> <ul style="list-style-type: none"> <li>• provides technical preparation in at least 1 field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, business, or applied economics <i>[section 202(a)(3)(C)]</i></li> <li>• builds student competence in math, science, and communications (including through applied academics) <i>[section 3(26)]</i></li> <li>• builds student competence in math, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses <i>[section 202(a)(3)(D)]</i></li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tech-Prep— Program Elements (cont'd)</b>	<ul style="list-style-type: none"> <li>• has common core of required proficiency in math, science, communications and technologies</li> <li>• leads to associate degree or 2-year certificate</li> <li>• leads to placement in employment</li> <li>• is 4 years in duration</li> <li>• consists of 2 or 4 years of secondary school preceding graduation and 2 years of higher education or apprenticeship following secondary instruction</li> <li>• is carried out under articulation agreement among consortia participants</li> <li>• includes development of curricula</li> </ul>	<ul style="list-style-type: none"> <li>• has common core of required proficiency in math, science, reading, writing, communications and technologies [section 204(c)(2)]</li> <li>• strengthens the applied academic component of vocational and technical education through the integration of academic and vocational and technical education [section 3(26)]</li> <li>• leads to associate degree or 2-year certificate [section 202(a)(3)(E)]</li> <li>• leads to high skill, high wage employment or further education [section 202(a)(3)(F)]</li> <li>• is 4 to 6 years in duration [section 204(b)]</li> <li>• consists of at least 2 years of secondary school preceding graduation and 2 or more years of higher education or an apprenticeship program of at least 2 years [section 204(c)(2)]</li> <li>• links secondary schools and 2-year postsecondary institutions and, if possible and practicable, 4-year institutions of higher education through nonduplicative sequences of courses in career fields, including the investigation of opportunities for tech-prep secondary students to enroll concurrently in secondary and postsecondary coursework [section 204(c)(3)]</li> <li>• is carried out under articulation agreement among consortia participants [section 204(c)(1)]</li> <li>• Curricula development is not specified as a required program element.</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tech-Prep— Program Elements (cont'd)</b>	<ul style="list-style-type: none"> <li>• includes in-service training for teachers that— <ul style="list-style-type: none"> <li>➤ is designed to train teachers to effectively implement tech-prep curricula</li> <li>➤ provides for joint training for teachers from all consortia participants</li> <li>➤ may provide training in weekend, evening, and summer sessions</li> </ul> </li> <li>• include training programs designed to enable counselors to more effectively— <ul style="list-style-type: none"> <li>➤ recruit students</li> <li>➤ ensure that students successfully complete programs</li> <li>➤ ensure that students are placed in appropriate employment</li> </ul> </li> <li>• provides equal access to special populations</li> </ul>	<ul style="list-style-type: none"> <li>• includes in-service training for teachers that— <ul style="list-style-type: none"> <li>➤ is designed to train vocational and technical education teachers to effectively implement tech-prep programs</li> <li>➤ provides for joint training for teachers in the consortia</li> <li>➤ is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry</li> <li>➤ focuses on training postsecondary faculty in use of contextual and applied curricula and instruction</li> <li>➤ provides training in the use of technology [section 204(c)(4)]</li> </ul> </li> <li>• include training programs designed to enable counselors to ore effectively— <ul style="list-style-type: none"> <li>➤ provide information to students</li> <li>➤ support student progress in completing programs</li> <li>➤ ensure that students are placed in appropriate employment</li> <li>➤ stay current with the needs, expectations, and methods of business and all aspects of an industry [section 204(c)(5)]</li> </ul> </li> <li>• provides equal access to special populations [section 204(c)(6)]</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tech-Prep— Program Elements (cont'd)</b>	<p>Additional authorized activities:</p> <ul style="list-style-type: none"> <li>• acquisition of equipment</li> <li>• acquisition of technical assistance from entities that have successfully designed and operated Tech-prep programs</li> </ul>	<ul style="list-style-type: none"> <li>• meets academic standards developed by the State <i>[section 204(c)(3)(A)]</i></li> <li>• uses, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry <i>[section 204(c)(3)(C)]</i></li> <li>• uses educational technology and distance learning, as appropriate <i>[section 204(c)(3)(D)]</i></li> <li>• provide for preparatory services that assist participants <i>[section 204(c)(7)]</i></li> </ul> <p>Additional authorized activities:</p> <ul style="list-style-type: none"> <li>• acquisition of equipment</li> <li>• acquisition of technical assistance from entities that have successfully designed and operated tech-prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services</li> <li>• establish articulation agreements with institutions of higher education, labor organizations, or businesses in and outside State, especially with regard to using distance learning and educational technology <i>[section 204(d)]</i></li> </ul>
<b>Tech-Prep Demonstration Program</b>		<p>Authorizes \$25 million in FY 99 and in each of the 4 succeeding FYs for competitive grants to support tech-prep programs that involve the location of a secondary school on the campus of a community college.</p> <p>Eligibility requirements are the same as those for the Tech-prep program. Consortia must include business as a participant.</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tech-Prep Demonstration Program (cont'd)</b>		<p>Required program elements are the same as those for the Tech-prep program, except that linkages with 4-year institutions of higher education are not required. In addition, programs may offer summer internships at a business for students or teachers. Participation of students in the tech-prep program shall be voluntary.</p> <p>In awarding grants, Secretary shall give special consideration to applications that—</p> <ul style="list-style-type: none"> <li>• provide for effective employment placement activities</li> <li>• address effectively school dropout prevention and reentry and the needs of special populations</li> <li>• provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry</li> <li>• demonstrate how tech-prep programs will help students meet high academic and employability competencies <i>[section 207]</i></li> </ul>
<b>Tribally Controlled Postsecondary Vocational Institutions</b>	Authorizes not more than \$4 million for grants to tribally controlled postsecondary vocational institutions.	Authorizes \$4 million for grants to tribally controlled postsecondary vocational and technical institutions in FY 99 and each of the succeeding four FYs.

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tribally Controlled Postsecondary Institutions—Eligibility</b>	<p>To be eligible for funds, an institution must be:</p> <ul style="list-style-type: none"> <li>Formally controlled, sanctioned, or chartered by the governing body of an Indian tribe or tribes and offer technical degrees or certificate granting programs <i>[section 390(1)]</i></li> <li>Governed by board of directors/trustees, a majority of whom are Indians</li> <li>Demonstrate adherence to goals, philosophy or plan of operation which fosters individual Indian economic and self-sufficiency opportunity, including programs which are appropriate to tribal goals of developing individual entrepreneurs and self-sustaining economic infrastructures on reservations</li> <li>In operation at least 3 years</li> <li>Accredited or candidate for accreditation</li> <li>Enroll 100 FTE, majority of whom are Indians</li> </ul>	<p>Same as previous law, but also specifies that the institution must be an institution of higher education as defined by section 101 of HEA [with exception of paragraph (2), and reference to Secretary in paragraph (5)(A) deemed to refer to Secretary of Interior] <i>[section 3(28)]</i></p>
<b>Tribally Controlled Postsecondary Institutions—Use of Funds</b>	<p>Funds may be used for costs of training, education, equipment, administration, operation and maintenance of institution.</p>	<p>Funds shall be used for vocational and technical education programs. <i>[section 117(b)]</i></p>
<b>Tribally Controlled Postsecondary Institutions—Amount of Grants</b>	<p>Amount necessary to pay expenses associated with:</p> <ul style="list-style-type: none"> <li>maintenance and operation of the program, including costs of development, basic and special instruction, materials, boarding, transportation, student services, day care and family support programs for students and their families (including contributions to the costs of education for dependents); student costs; administrative costs;</li> </ul>	<p>Amount necessary to pay expenses associated with:</p> <p>Same as previous law, but adds student stipends</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tribally Controlled Postsecondary Institutions—Amount of Grants (cont'd)</b>	<ul style="list-style-type: none"> <li>capital expenditures, including operations and maintenance and minor improvements and repair, physical plant maintenance costs;</li> <li>repair, upkeep, replacement, and upgrading of instructional equipment.</li> </ul> <p>If appropriations insufficient to pay full amount to which all approved applicants are eligible to receive, grant amount is determined on the basis of each institution's Indian student count.</p> <p>Grant amount for previously-funded applicants shall be equal to per capita payment received during previous year multiplied by Indian student count, plus an increase to the per capita payment resulting from inflationary costs beyond institution's control.</p> <p>Indian student count is the number of Indian students enrolled as of October 1. Credits toward a certificate earned during a summer term are included in student count in succeeding fall term. Credits earned toward secondary/GED degree may not be counted. Continuing education credit hours shall be included in student count.</p> <p>Secretary required to prepare annually an actual budget needs estimate for all eligible institutions and submit the estimate to Congress in a timely manner.</p>	<p>Same as previous law, but specifies that allowable costs must be related to the conduct of vocational and training programs</p> <p>Same as previous law. <i>[section 117(e)(1)]</i></p> <p>Same as previous law.</p> <p>Same as previous law. <i>[section 117(c)]</i></p> <p>Same as previous law. <i>[section 117(h)(2)]</i></p> <p>Same as previous law, but specifies that data shall take into account the purposes and requirements of TANF. <i>[section 117(g)(1)]</i></p>



Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tribally Controlled Postsecondary Institutions—Additional Allocations for Training Equipment and Construction</b>	<p>In any fiscal year in which funds remain after providing grants to all approved applicants, the Secretary shall:</p> <ul style="list-style-type: none"> <li>• First provide, to institutions that are receiving their first grant, an additional amount equal to the costs of training equipment need to implement their training programs; and</li> <li>• Then provide, to institutions that have received a grant for 5 years, an additional amount for other training equipment needs if it demonstrates that the equipment has become obsolete or that the development of other training programs is appropriate.</li> </ul> <p>Secretary is authorized to make grants to eligible institutions for construction, rehabilitation, and renovation.</p>	<p>No authority is provided for additional allocations for training equipment.</p> <p>Grants for construction, rehabilitation, or renovation are not authorized.</p>
<b>Tribally Controlled Postsecondary Institutions—Payment Dates</b>	<p>Grants shall be provided in 2 payments. First payment must be made within 30 days following the enactment of the FY appropriations. Second payment shall be made by January 1 of the FY.</p>	<p>The law does not mandate specific dates for payment of the grant or require that grants be made in 2 payments.</p>
<b>Tribally Controlled Postsecondary Institutions—Relationship to Other Programs</b>	<p>Eligibility for assistance under this program shall not preclude an institution from receiving assistance under the Higher Education Act or any other program for the benefit of institutions of higher education or vocational education. Grant amount may not be altered because of payments received by the institution under the Snyder Act. No eligible institution for which an Indian tribe has designated funds under the Snyder Act may be denied a contract for such funds under the Indian Self-Determination and Education Assistance Act (except as provided by that Act) or denied appropriate contract support to administer the funds.</p>	<p>Same as previous law. <i>[section 117(f)]</i></p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Tribally Controlled Postsecondary Institutions—Reports</b>	<p>Secretary was required to conduct a study of the training and housing needs of each eligible institution that included the number, type, and cost of the needs and ranked each institution by relative need. Report required to be submitted to Congress by July 1, 1991.</p> <p>Secretary was required to conduct a long-term study of the facilities of eligible institutions that included a 5-year projection of training facilities, equipment, and housing needs. Report required to be submitted to Congress 18 months following enactment of the Act.</p>	<p>Requires a comparable study by the Secretary that must be submitted to Congress by July 1, 2000. <i>[section 117(g)(2)]</i></p> <p>Requires a comparable study by the Secretary that must be submitted to Congress within 18 months following the enactment of the Act <i>[section 117(g)(3)]</i></p>
<b>Tribally Controlled Postsecondary Institutions—Consultation</b>	In making grants, Secretary is required to consult with the boards of trustees and the tribal governments chartering the institutions being considered.	No comparable requirement.
<b>Additional Grant Authorities</b>	<p>Authorizes grants to States for education support programs operated by community-based organizations <i>[Title II, Part A]</i></p> <p>Authorizes grants to States for consumer and homemaking education. <i>[Title III, Part B]</i></p> <p>Authorizes grants to States for comprehensive career guidance and counseling programs. <i>[Title III, Part C]</i></p> <p>Authorizes competitive grants to States for business-labor-education partnerships. <i>[Title III, Part D]</i></p>	<p>Repealed.</p> <p>Repealed.</p> <p>Repealed.</p> <p>Repealed.</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>Additional Grant Authorities (cont'd)</b>	<p>Authorizes formula grants to States for facilities and equipment needs of local educational agencies. <i>[Title III, Part F ]</i></p> <p>Authorizes competitive grants for model high school community education employment centers. <i>[Title III, Part G, Subpart 1]</i></p> <p>Authorizes competitive grants for vocational education lighthouse schools. <i>[Title III, Part G, Subpart 2]</i></p> <p>Authorizes grants for 10 demonstration programs <i>[Title IV, Part B]</i></p> <p>Authorizes grants to support bilingual vocational education for individuals with limited English proficiency <i>[Title IV, Part E]</i></p>	<p>Repealed.</p> <p>Repealed.</p> <p>Repealed.</p> <p>Repealed.</p> <p>Repealed.</p>
<b>National Occupational Information Coordinating Committee</b>	<p>Establishes interagency National Occupational Information Coordinating Committee and specifies members, including OVAE, RSA, OBEMLA, OPE, NCES, BLS, ETA.</p> <p>Funding for NOICC is an authorized use of National Program funds.</p> <p>To receive a grant, each State shall establish SOICC composed of representatives of State board, employment security agency, economic development agency, JTCC, vocational rehabilitation agency</p> <p>75% of funds distributed to SOICCs.</p>	<p>In consultation with appropriate Secretaries, Secretary may designate an entity to carry out functions related to occupational and employment information. <i>[section 118(a)]</i></p> <p>Funding for program is provided through a separate authorization. Authorization is such sums for FY 99 and each of four succeeding fiscal years. <i>[section 118(f)]</i></p> <p>To receive a grant, State board and Governor shall jointly designate an entity to carry out functions related to occupational and employment information. <i>[section 118(b)]</i></p> <p>85% of funds distributed to designated State entities <i>[section 118(d)]</i>.</p>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>National Occupational Information Coordinating Committee (cont'd)</b>	<p>Duties of NOICC:</p> <ul style="list-style-type: none"> <li>• Improve coordination in use of program and employment data among Perkins, job training, employment service program administrators at Federal, State, local levels</li> <li>• Develop and implement occupational information system to meet needs of vocational education and employment and training programs, including data on occupational demand and supply</li> <li>• Conduct studies to improve quality and delivery of occupational information systems to assist economic development activities and examine effects of technological change on new and existing occupational areas</li> <li>• Provide training and technical assistance to support career guidance and counseling programs, especially in career information delivery and use</li> <li>• Award grants to State Occupational Information Coordinating Committees (SOICCs)</li> </ul> <p>NOICC shall carry out demonstration to monitor vocational education outcomes using wage records.</p> <p>Duties of SOICC:</p> <ul style="list-style-type: none"> <li>• Implement occupational information system to meet needs of Perkins programs and JTPA agencies</li> <li>• Implement career information delivery system</li> </ul>	<p>Duties of designated national entity:</p> <ul style="list-style-type: none"> <li>• Provide technical assistance to State entities in carrying out functions</li> <li>• Disseminate information</li> <li>• Develop and disseminate products and services</li> <li>• Award grants to State entities <i>[section 118(a)(1)]</i></li> </ul> <p>Duties of State entity:</p> <ul style="list-style-type: none"> <li>• Provide support for career guidance and academic counseling program designed to promote improved career and education decision-making, especially in career information delivery and use</li> <li>• Make available to students, parents, teachers, administrators, and counselors information and planning resources that relate educational preparation to career goals</li> </ul>

Topic	Carl D. Perkins Vocational and Applied Technology Education Act	Carl D. Perkins Vocational and Technical Education Act of 1998
<b>National Occupational Information Coordinating Committee (cont'd)</b>		<ul style="list-style-type: none"> <li>• Equip teachers, administrators, and counselors with knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and career financing</li> <li>• Assist State entities in tailoring career-related educational resources and training</li> <li>• Improve coordination in use of program and employment data among Perkins and employment service program administrators at Federal, State, local levels</li> <li>• Provide means for students, parents, and other customers to provide feedback on products and services <i>[section 118(b)]</i></li> </ul> <p>State entity may use funds to supplement Wagner-Peyser section 15 activities only to the extent that such activities do not duplicate activities assisted under section 15. None of the assisted functions and activities may duplicate functions and activities assisted under the Workforce Investment Act. <i>[section 118(c)]</i></p> <p>Secretary shall report annually to Congress on assisted activities and functions. <i>[section 118(e)]</i></p>